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Education—A Concern of the State

By His Excellency CHARLES F. HURLEY

Governor of Massachusetts

Education is a primary concern of the state. Whatever may be done for the dissemination of knowledge is an investment in sound citizenship. No Commonwealth can make a more profitable contribution to progress than that which comes from the enlightenment of its people. In these bewildering times, when the unwary and gullible are being constantly exposed to the influence of so many subversive doctrines, it is particularly necessary that barriers be set up to protect them against their own deficiencies.

While it is true that the instruction of our children is largely the business of local school authorities, it is provided in the Constitution (Chapter V, Section 2) that Legislatures and magistrates shall cherish the interests of public schools. Private facilities for advanced learning are fortunately so abundant in Massachusetts that the annual contribution of the state to higher education is comparatively small. We do, however, maintain ten teachers colleges, one state college and the textile schools, and the proper administration and diligent supervision of these institutions are our immediate responsibility. Furthermore, in 1915, under the leadership of Governor David I. Walsh, we embarked upon a program of university extension, and the work of this division has been enriched and multiplied with the passage of time. Vocational training, specialized instruction for the physically handicapped, Americanization of aliens, and many other similar activities fall directly within our jurisdiction.

I urge the interest and co-operation of all branches of the Government in the noble cause of elevating the mental status of our people, to the end that they may develop capacity for a copious, legitimate enjoyment of life, and proper perspective in their relationships with one another.

This year marks the 100th anniversary of the establishment of the Massachusetts Department of Education, chronologically first in the United States. It commemorates also the appointment of the first secretary of that department, Horace Mann, whose labors in behalf of free education and improved standards of instruction have immortalized his name.

I recommend that the General Court take official cognizance of this dual anniversary, which will attract nation-wide attention.

The subject of certification of teachers is debatable, but there is no escaping the fact that Massachusetts is the only state in the Union which has no certification requirements. The best interests of our school children demand that we consider the feasibility of setting minimum standards for appointment to all teaching, administrative, and supervisory positions.

The steady decrease in enrollment in the public elementary schools indicates a corresponding decrease in the demand for teachers, and suggests the need of a survey of the facilities of our teacher-training institutions with a view toward possible correlation of their activities. If the need for teachers can be effectively met in fewer centres, the remaining institutions may be used to provide high school graduates with useful courses in several fields.—From Inaugural Address.

A new type of science course for the upper grades of senior high schools

SENIOR SCIENCE

SOCIALIZED FOR THE HIGH SCHOOL

By GEORGE L. BUSH, *Assistant Principal, South High School, formerly head of the Science Department, John Adams High School, Cleveland, Ohio;* THEODORE W. PTACEK, *Instructor in Science, John Adams High School, Cleveland, Ohio;* JOHN KOVATS, Jr., *Instructor in Science, John Adams High School, Cleveland, Ohio*

842 Pages **Profusely Illustrated** **List Price, $2.20**

A new book which provides the answer to the much discussed problem of science instruction for the non-academic high school students—the boys and girls whose formal education ends with their graduation from high school.

This full-year course in applied practical science is the result of eight years of constructive experimentation by a group of administrators and science teachers in Cleveland, Ohio. It deals with the immediate life of the student, and is a *bona fide* science course which, however, does not require a separate laboratory. Clear and accurate in every detail and richly illustrated it succeeds in making science "come alive" to the young students and trains them to cope with the problems of daily life.

SENIOR SCIENCE has been produced upon the advice of some two hundred administrators and science specialists. *Now ready.*

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta Dallas San Francisco

Editorials

The Flood Problem

SUPERFLOODS in the Ohio and Mississippi valleys have taken heavy toll in property and human life. And all the nation is stirred to sympathy and impelled to render aid.

Again the Red Cross and again the Army have grappled with a great emergency, rendered heroic and intelligent service, led thousands to safety and other thousands to battle with the swollen rivers or the ills, discomforts and other misfortunes that accompany and follow such a disaster.

Evidently the control of floods must become a major concern of government. Evidently, also, it is matter for federal rather than state action. Billions will have to be spent for dikes and reservoirs and spillways before the menace of excessive waters is successfully curbed.

Are these floods a result of the reckless denuding of our watersheds in years past? Many authorities believe this is the case.

If so, we may note in passing that the more we complicate our civilization the more we create further problems with which to cope. People who built cities along the banks of rivers did so with the utmost confidence in the friendliness of those waterways. If waterways are going to misbehave quite frequently, people may be forced to live on higher ground. Such lessons take a long time to learn. Nothing is so difficult as to prevent people returning to their homes after being driven out by some catastrophe.

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"Material We've Prayed for"

IT IS refreshing to hear from Dean Christian Gauss of Princeton, speaking before the New York Association of Deans at Buffalo, that the swaggering type of college student, affecting coonskin coats and oblivious to the need for study, has about disappeared and that his place has been taken by more earnest students—"the type we have been praying for."

This is good news. And what should and will the colleges do with this improved material? Dean Gauss believes the aim should be to make all the students "socially competent."

The job cannot be left to the undergraduates to do, the dean says, lest they continue as now to give social training to those already socially developed and to neglect those who stand in greatest need of learning how to get along in groups.

No doubt Dean Gauss was thinking also of the larger group of society itself, and of the part these socially competent men and women are obligated to play in it by reason of the educational privilege society has granted them.

Just how many deans would agree with Dr. Gauss on the change of college types we do not, of course, know. But we have been hearing a good deal along this line in recent years, and, in this same connection, have frequently heard the chief credit given to the depression. Whatever the cause, the result seems good—and it confronts the American university and college with a challenging opportunity.

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Heil Goosestep!

IF you lived in Germany, you would preface your "Good morning" to an acquaintance on the street with "Heil Hitler!"

When there was to be a big parade and celebration in honor of Der Fuehrer, you would display flags and swastikas on your house or explain the reason for the omission.

And when Hitler was scheduled to deliver an address—as at the close of January—you would be ordered to go to the nearest radio and listen.

It must be pleasant to be bossed around like that—for those who like it.

And what are the people getting in exchange for this?

The privilege of tightening their belts so the government can build a bigger war machine.

The goosestep has not disappeared from Germany.

Do we want it over here?

We invite it when we restrict the liberty of teachers to deal with controversial matters in the classroom.

We emulate Hitlerism when we make it obligatory upon schools to have a flag salute every day. Better one such salute a week or a month, given from the heart, than one every day or hour without spontaneity or sincerity.

Lip service does not prove patriotism.

Let the schools do all they now do and more, if that be possible, toward fostering love of country in the minds of children. But let arbitrary rules on how they shall do this be withdrawn. If the public cannot trust its teachers, let it hire new teachers it can trust. But let it not attempt to instruct them too minutely in the business of instruction.

Readers' Forum

If you enjoy this Forum, why not contribute a letter of your own?

A limit of 200 words is suggested.

Leaks Are Serious

Miss Florence Hale in her discussion of "Confidential Replies," in the "Readers' Forum" in *The Journal of Education* for January 18, has said something which has needed to be said for a long time. For twenty-five years I have been giving teachers' agencies and school authorities information in regard to applicants for positions and during that time I have not personally experienced any violation of confidence on the part of an agency. I do know, however, of one instance of an educational administrator becoming involved in an embarrassing situation through the carelessness of the placement bureau of a university. Not all of the material in this particular reply was commendatory. In some way or other the material was allowed to fall into the hands of the candidate for a position. Disagreeable complications ensued. I am strongly inclined to believe, though, that an instance of this type is a rare exception.

I regret to say, however, that I cannot give school authorities such a clean bill of health in regard to holding confidential communications inviolate. Some years ago I received a letter from a superintendent inquiring about a certain applicant for a position on a high school staff. The letter was not easy to write. My problem was to be fair and sympathetic with the candidate and at the same time honest and frank with the superintendent. A month or two later I received a letter from the former telling me that he had secured the position, and sarcastically thanking me for my "skillfully worded recommendation."

Within the past year I have had evidence that two of my *confidential* replies have been seen by the candidates. One young man thanked me for the "fine recommendation which I had written for him to Superintendent Doe." Although in this case there was no embarrassment, the next time I receive a letter of inquiry from Mr. Doe, I shall be in some doubt as to what procedure I should follow. The same month I wrote another letter which was in general commendatory, but not completely eulogistic. It was written to the secretary of the board in a disorganized, politics-infested district. A few weeks later the applicant called upon me and entered on a labored defence of certain questionable aspects of his career. The apology was phrased in such a way as to make me absolutely certain that he had read my "confidential" letter.

I could give other examples of similar violations of confidence. Although it must be remembered that these violations are the exception rather than the rule, their occasional occurrence is a matter of vital concern.

LEWIS H. CHRISMAN
Wesleyan College
Buckhannon, West Virginia

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A Pear for Savonarola

About the best thing that ever happened to me was a box of cigars.

I was fourteen, a high school sophomore making B's in English composition, and I had just won the Havana Specials on a punch-board. But cigarettes were my secret vice. Mr. Babson, the composition teacher, smoked cigars, however—right out in the open.

Although it was an April afternoon, I strolled into Mr. Babson's classroom, and wished him a "Merry Christmas." Then I plunked the box down on his desk with a gay wink.

He raised his eyebrows, and said: "Thanks." He soon forgot the gift apparently.

Not I!

Thomas Babson and I became old buddies. If there were any wisecracks needed in class, I could make 'em! And did; despite the cumulative sadness in Mr. Babson's grey eyes.

By the end of May whenever I met my "pal" on the street, I hailed him with "Hi, Tom!" And I think I slapped him on the back a couple of times in June. Because of our complete understanding, I palmed off an excerpt or two from old issues of *Boys' Life* and *The American Boy* on "Tommy" for homework. When I didn't get them back, I knew he was saving them as exhibition pieces. My classmates looked a little resentful when I told them how thick "ol' Tom" and I were, and why.

Came the end of the semester and a red E in composition. The dirty double-crosser!

Next day my father showed me a package he'd received in the mail. Though father didn't

smoke, it was a box of Havana Specials wrapped in my plagiarisms. Enclosed was a card which read: "And a Happy New Year for Junior!"

I'll never teach English composition as well as Mr. Babson, but I'm more to the point than he, in some respects. I keep a large card in my desk upon which is printed: "Sorry, no sale!" I always smile when I flash it on wise guys bearing gifts.

JOHN T. BROOKS
Aliquippa, Pennsylvania

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Gain from Meetings

The benefits which may be received from teachers attending county institutes and state educational meetings are dependent to a certain degree upon the attitude of the teacher toward such meetings and the receptive mood experienced at the time of the lecture or meeting.

Therefore for the past two years, the superintendent of the Dundee public schools before the meetings of Region Six of the Michigan Education Association, which are held in Detroit in October, discussed the program with his teachers and it was agreed that as many meetings, lectures, and demonstrations as possible should be attended. This was not difficult to do as the high school teachers section meetings claimed their attention, but in the grades a little more careful planning was necessary. Mental or written notes were to be made and a written report made upon the first school day following the meetings.

The superintendent and the office clerk edited these reports and mimeographed a sixteen-page bulletin, called a "Digest of Speeches." Each teacher received a copy and from the reading of the Digest and the personal comments of the teacher reporters, a comprehensive view was obtained of the meetings which fully justified the expenditure of the Board of Education in salaries paid for attendance. The benefits derived by the teachers themselves and accruing indirectly to the school system more than repaid the expenditure of the $250.00 for salaries of the teachers by the Board of Education.

No more do our teachers return from these meetings and claim they have received nothing of benefit from the program of lectures and demonstrations.

FRANK M. AYRES
Superintendent of Schools
Dundee, Michigan

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Change the Emphasis

Young people who are now habitually acting from impulse when they should rather be carefully sizing up the situation, are accumulating an abundance of trouble, inefficiency, and suffering for themselves in all their days to come.

Undoubtedly training should begin in the home, but it usually does not. I have been recently observing a young mother, the wife of a physician, whose specialty is mental maladies. This mother, and the father, too, are already reasoning with their three-year-old son. They talk things over together, and the boy is becoming increasingly thoughtful. These parents are good pals with their children, and impulsive scolding and punishment are almost entirely taboo in that home. The older boy and girl are already beginning to learn the need for weighing the consequences of their conduct. At that age, of course, most of their conduct is impulsive.

Teachers certainly differ greatly in personal temperament and in self-control. Some, indeed, seem sometimes to be none too well-balanced mentally. Many teachers act from impulse, and many children imitate them. Large numbers of other teachers are kindly and deliberate and reasonable, as a matter of habit. In their learning situations, pupils are taught to draw conclusions on a basis of facts, and enough of them. The whole tone and practice of such a school contributes to the problem-solving attitude, which needs to become a life-long habit of mind.

Man is the only animal with power to think, and this ability should, above all things, be developed in our schools. Memoriter recitation and drill procedures, which take up so much of the time of many teachers, can never by themselves produce thinking individuals. The recitation, so-called, should be primarily a conference and a thinking period, a time when pupils are learning to gather data and to draw conclusions. We will teach young people to reason only by using reasonable teaching procedures, and by conducting the whole school on a thought, as well as a thoughtful basis. There is no other way; but, in the meantime, let us do all we can to promote the generous and noble impulses, also.

FRANK J. LOWTH
Janesville, Wisconsin

Winshipisms

"What love is to the home and devotion to the church respect is to the school. There is a common element in the three. There must be somewhat of all in each —respect, love, devotion."

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"Beware of training the individuality out of your pupils."

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"Plato said in substance that the business of education is to nurture and develop the germ of personality."

Book Reviews

Water Dwellers

THE POND BOOK. By Walter P. Porter, Teacher of Biology, Athens (Ohio) High School, and Einar A. Hansen, Ohio University, Athens, Ohio. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Whenever a pupil reads with a view to gathering interesting information in some unified field of knowledge, he gains facility in the use of reading as a gateway of the mind. At the same time the facts which he acquires and retains may be of untold value either in the enrichment of life itself or in opening the way for further investigations. To some, indeed, a reader such as "The Pond Book" may mean a turning point of intellectual ambition.

Obviously a pond can be regarded as much more than a place in which to fish or swim. It fairly teems with life—plant life, insect life, fish life, amphibian life, life of the birds that visit the pond to obtain food and to enjoy its quiet water for swimming, diving, and cooling.

A significant point about this little volume is its evident success in employing a vocabulary easily understood by children in the grades. At the same time, biological terms are given to relate the material learned in this book from a certain isolation that comes with such vague detachment.

The pond makes a most replete and fascinating area of investigation. Full justice has been done to it within the two hundred-odd pages, nearly half of them bearing illustrations.

The more progressive classrooms, especially, will appreciate "The Pond Book." What an intriguing unit of activity it offers!

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Art of Computation

MASTERY ARITHMETIC. Book III. By George R. Bodley, Charles S. Gibson, Ina M. Hayes, Bruce M. Watson. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

Designed to meet the needs of pupils at the upper levels of their arithmetic study in the grades or junior high school, the Book Three of an important series of "Mastery Arithmetics" not only presents the expected topics with adequate attention to each, but has its individual characteristics which mark it as an outstanding text.

For one thing, it has achieved a gratifying simplification of rules and principles, so that the learner is not confronted with a multiplicity of cases but, wherever possible, only one case. Thus the pupil, instead of memorizing a set of rules, acquires an understanding of a general principle which can be applied intelligently to a variety of situations.

Another striking feature is the number and nature of mental tests which are included—suggesting in some degree a revival of that old-fashioned "mental arithmetic" whose passing many of us have deplored.

Exercises appear to be ample and well graded. Numerous aids to effective teaching are provided. Diagnostic tests and remedial exercises are important features.

Such a textbook should go far to assure, with proper teaching, that real "mastery" of the art of computation which has lent title to the series.

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Long Ago to Now

ON THE ROAD TO CIVILIZATION. A World History. By Albert Kerr Heckel, University of Missouri, and James G. Sigman, Director of Visual Education, Philadelphia. Philadelphia, Chicago, Atlanta, San Francisco, Dallas, Toronto: John C. Winston Company.

This is world history with an emphasis upon the present and the future that is rarely to be found in a treatment of this subject for high school students.

Equipped with up-to-date teaching aids as well as aids to learning, the text is evidently written with full attention to accuracy and lively readability. Its fifteen major divisions or units make a connecting chain between long ago and now, and should admirably serve to orient the student with respect to the world his forebears have prepared for him.

No major portion of mankind's march has been left without a conscious effort to stimulate the thinking of the student as to the bearing of that particular period upon the present hour in America and the world. Running through the entire story is a golden thread of belief in democracy as the potential solution of human society's problems.

The text is brought down to the events of 1936, including the Italian campaign in Ethiopia and the Spanish civil war. But war is not allowed to absorb an undue share of this quick-moving, well-filmed drama. Matters social, economic, and cultural receive ample space and are never lost to view—for civilization is to be gauged by these barometers, and by the ascendency of right and reason rather than that of might and malevolence.

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Gregarious Humans

COMMUNITIES OF MEN. By Harold Rugg, Teachers College, Columbia University, and Louise Krueger, The Dalton Schools, New York City. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco, London: Ginn and Company.

"Communities of Men" is third book in an eight-book series designed to give a social outlook and interest to pupils in the elementary grades. This third volume is meant to be within the vocabulary range of children in the fourth grade, and it gives every appearance of meeting this aim. In so doing it has not impaired its usefulness for somewhat older pupils, of course.

The idea of what a community is has been built up from considerations of what it is not—the study of a hermit, and of an isolated mountain family. Then comes the hamlet. Then villages and cities. Communities in scattered parts of the world are visited, and their points of resemblance and of difference are noted.

An important chapter is devoted to the means which communities adopt for their protection. There is a study of the community's "pantry"—for it must have food; and of the way it gets its water.

A number of communities that have grown to be large cities, occupying key positions in the world of industry and commerce, are described.

Attention is paid to the geographic reasons for certain places becoming populous; and for many "boom towns" becoming deserted.

This attractively written, printed, and illustrated book contains a wealth of material for helping boys and girls to understand the origins, the developments, and the social implications of community living.

"The Years Between" is the intriguing title of the printed report of the public schools of Kalamazoo, Michigan, put out by Superintendent Harold Hunt of that city. Attractive in appearance, profusely illustrated, and convincingly written, this pamphlet stresses the changes in the conditions of American life which have necessitated a change in educational outlook and procedures. One of our co-operating editors regards this as among the best publicity pieces yet issued by any school system—and we agree

The News Digest
OF EDUCATION

"Cramming" Hit
Students Urge Curb On Private Tutoring Schools

CAMBRIDGE, Mass. — Declaring that the private tutoring schools in the vicinity of Harvard College "have grown out of their place and are a corrosive on Harvard's educational standards," the Harvard Student Council, in a report made public, attacked the system and urged that it be curbed. The report was based on the results of an investigation of several weeks during which the answers to 1,300 questionnaires were compiled. Two out of three students replying to the questionnaires admitted going to tutoring schools at least twice and one out of every nine stated that he relied on the schools for an entire course or a group of courses. Scholarship men were found among patrons of the schools. The Council's report laid the expansion of the practice to laziness of the students and intricate organization of courses. Urging restriction or abolition of advertising by such schools in college publications, the report recommended closer contact between students and faculty, as a means of lessening resort to the "cramming" business.

Wriston Inducted
900 Guests Attend Inaugural at Brown

PROVIDENCE, R. I.—Dr. Henry Merritt Wriston, retiring head of Lawrence College in Appleton, Wis., was inducted as the eleventh president of Brown University early in February. Dr. Wriston succeeded Clarence Augustus Barbour, who died in January, two weeks before his retirement was to become effective. Dr. Barbour had been president of Brown since 1929, but his failing health last Fall caused the Brown Corporation to appoint Vice-President James P. Adams as acting president for the first semester. Dr. Wriston was elected by the corporation in October. About 900 guests attended the ceremonies. These included members of the corporation and faculty and their wives, representatives of the undergraduate and graduate students, representatives of alumni and alumnae classes, official representatives of the State and city and of other institutions in Rhode Island and representatives of the Providence clergy.

Mt. Holyoke Alumnae Group Would Pry Open "Closed" Presidency Issue

Selection of a man for president of Mt. Holyoke College on the eve of its hundredth birthday as an institution led by women and devoted to the principle of developing women for leadership has caused a disturbance which may have far-reaching effects.

A trustees' sub-committee of nine members brought in the nomination of Dr. Roswell Gray Ham, of Yale University, and his election took place by a 16-8 vote of the trustees on June 6, 1936.

A committee of alumnae formed under the chairmanship of Mrs. Amy F. Rowland, of Cleveland, a former trustee, has recently sent out a strongly worded bulletin of protest, captioned "The Case of Mary Lyon vs. the Committee of Nine." This circular hints that the selection was unduly rushed and was announced to the press two days before it became a reality; that the subcommittee was packed with Yale men and was known to favor a man rather than a woman. President Woolley's letter of protest to the trustees is reprinted in this bulletin.

Quick on the heels of this circular have come statements of Alva Morrison, of Cambridge, president of the trustees, and of Mrs. Ralph White, of Watertown, N. Y., head of the national alumnae association, declaring the choice of Dr. Ham a closed incident, officially enacted by the trustees and approved by the executive board of the alumnae. Protests by individual graduates are classed by Mrs. White as "unauthorized."

Unauthorized or not, the Alumnae Committee of Investigation continues to provide an outlet for some who hitherto were at a loss to know how they could express their objections. The secretary is Miss Carolyn D. Smiley, of 118 Myrtle street, Boston.

CCC Scholarships
Twenty-Six Colleges Now Aiding Boys

WASHINGTON.—Twenty-six college presidents have notified John W. Studebaker, Federal Commissioner of Education, that they have established or are now setting up, CCC camp enrollee scholarships. These scholarships, according to Howard W. Oxley, director of CCC camp education, range in value from $50 to $1,000 per year and permit qualified CCC enrollees to undertake higher training. Twenty-eight colleges and universities are conducting extension classes and special lectures for enrollees, either free or at a low cost, and several institutions permit enrollees from nearby CCC camps to use their classrooms and laboratory equipment.

For Better Relations
Cuban Plans Matured For Pan-American College

HAVANA. — Plans to establish a Pan-American college, to improve relations among American nations through student groups, were outlined here recently by Dr. B. F. Ashe, president of the University of Miami. The college, to be known as the "Pan-American Institute of Havana," Dr. Ashe said, would be created by participation of leading colleges in the United States and Latin America. Fernando Sirgo, Cuban Secretary of Education, is sponsoring the project and arrangements are being made to found the institute within a few months, Dr. Ashe said.

Miss Opportunity
Educator Criticizes Women's Colleges

ROCK HILL, S. C.—Dr. Clyde M. Hill, of Yale, criticized women's colleges for "imitating the older men's college" and said they "have missed most conspicuously and most tragically their grandest opportunity for professional service." Speaking at the recent Founders' Day program of Winthrop College, a women's institution, he said: "From the very beginning they have sought academic respectability by imitating the older men's colleges. Too often the god of mere conservatism has been their idol and to worship the past has been their fetish."

Commission Reports on Harvard Public Administration School

CAMBRIDGE, Mass.—Emphasizing a realistic program of instruction and research in public administration which will require the co-operation of outstanding Federal, State, and municipal officials, a special commission has made public its recommendations for the organization of a new graduate school of public administration at Harvard University. Lucius N. Littauer, of New York City, has given $2,000,000 for the project.

The commission, which submitted its report to the president and fellows of Harvard, is headed by President Dodds, of Princeton. The other members are Leonard D. White, of the United States Civil Service Commission; William B. Munro, member of the executive council of the California Institute of Technology; Wallace B. Donham, dean of the Harvard Graduate School of Business Administration; Harold H. Burbank, Professor of Economics at Harvard, and Morris B. Lambie, Professor of Government at Harvard.

Harvard officials said that an announcement of plans for the new school would be made shortly, based largely on the commission's recommendations.

The school will be unique, a "new educational adventure," and should pass through an experimental period of at least a year, during which no students would be admitted, the commission advised.

The student body would consist mostly of promising young men already in the government service studying on leave of absence, and of men with professional training who would acquire knowledge of public administration at the school in order to realize their fullest potentialities in the public service.

The curriculum should be practical rather than theoretical, with courses in the actualities of politics, economic and political statistics, administrative problems, economic analysis, the business phases of governmental policy and the like.

Learn by Living

Akron Pupils Engage In Varied Activities

AKRON, O.—An old Chinese proverb says: "If you read about something, you soon forget it. If you see something, you remember half of it. If you live with it you really know it." So school classes today have become meaningful things, as Akron educators realize the old proverb and apply it. Pupils in Akron are learning traffic safety with semaphores, are studying the habits of animals in pet shops, are building miniature boats and street cars and motorbuses and conducting their own orchestras. All over the city children are running play restaurants, interviewing merchants, publishing class newspapers. Out at one school pupils are making airplanes out of clay, are dressing clothespin dolls in authentic Mexican costume as a part of geography classes. The old "perfect participle" and "ablative absolute" still play a part in the modern schools, but they are not the educational "big shots" they used to be.

Modern Study

North Carolina Plans Safe Driving Courses

RALEIGH, N. C.—Courses in safe driving will be given in the public schools of North Carolina, it was announced here by Arthur Fulk, state director of highway safety. The decision to give these courses followed conferences between Mr. Fulk and Dr. J. Henry Highsmith, director of instructional service of the State Department of Public Instruction.

English Unknown

"Wovvusgorradoo" Asks Youthful Somerset

LONDON. — English is almost an unknown tongue in country schools in Somersetshire, Mr. A. Goodliffe, headmaster of the grammar school, Taunton, told this year's annual meeting of the Incorporated Association of Headmasters, here. "My point," he said, "is that practically all our instruction has first to be translated mentally into the vernacular, and it is a great victory for our schools that Smith minor, who, not remembering what his homework is, asks the school captain, 'Wovvusgorradoo!' is the same boy who, a few years later, is asked to compare the literary styles of Ruskin and Carlyle."

Student Advice

Harvard Bureau Would Act in Loco Parentis

CAMBRIDGE, Mass.—Mothers all over the country who have worried while their boys were away at Harvard need fret no longer, for Phillips Brooks House is planning a bureau to act in *loco parentis*. It is to be a sort of personal advice bureau, the announcement said, combining the best features of Uncle Don and Dorothy Dix and providing sanctuary for the student whose personal problems are too much for him to bear. At present the innovation is still under consideration, for Phillips Brooks House has not definitely decided upon undertaking the project. The idea was originally that of Dr. Arlie Bock, head of the student medical centre. Dr. Bock disclosed in his annual report that so many students are bringing their troubles to the university psychiatric clinic that it might be a good idea to supplement the existing facilities. The plan now proposed by Phillips Brooks House is the first concrete result of Dr. Bock's suggestion.

Start Museum

Pupils Bring in Rare Family Relics

CHELSEA, Eng.—A request to the pupils of the Sloane School, Chelsea, England, to bring for exhibition purposes any family treasures that they imagined the public might be interested in, resulted in not only a curious, but valuable collection of relics. One of the exhibits was insured for $500 and another for $7,500. The exhibits included a clock, stated to have been at Lochleven Castle during the stay of Mary, Queen of Scots; signed portraits of King George V, Queen Mary, Edward VII, and Queen Victoria; chains and banners used by Suffragettes in 1908. Pieces of Fifteenth Century scaffold; Buffalo Bill's buckskins; a five-foot sword with which Sir Christopher Seton defenced Robert Bruce in 1306; the "Hamlet" prompt book of Sir Henry Irving; a whip belonging to Fred Archer, the champion jockey of last century; a quill pen belonging to Nelson, found in his cabin in the Victory after Trafalgar, and a bookmark made from a piece of fabric of the United States Army balloon Explorer, which reached a record altitude of 72,395 feet.

Days of Freedom

Educator Says Boston Would Oust John Adams

BOSTON. — John Adams, second President of the United States and a former school teacher, would not be allowed to teach in the Boston public school system were he alive today, Dr. Samuel Eliot Morison, Harvard historian, recently told nearly 1,500 elementary school teachers at Boston University, in a talk attacking teachers' oaths. "Does any one imagine that a man of John Adams's independence, skepticism, forthrightness, and love for argument and often extravagant speech, could hold down a job in the Boston school system of today?" he asked, immediately replying, "I doubt it."

Permanent Schooling

Workers Seeking New Education Aid

WASHINGTON.—A campaign for a permanent workers' education program as a "non-relief" project of the government has been launched by American labor forces. A $4,000,000 bill for a four-year experiment to that end was drafted for introduction into Congress. The bill would make it possible to double the enrollment of students in workers' education classes now functioning in thirty States under the supervision of the Works Progress Administration. However, the program would be removed from the jurisdiction of the WPA and placed under a separate government department or commission. Present expenditures under the WPA have totaled $750,000 a year, it is estimated. Current enrollment in workers' education classes, according to a recent report of WPA Administrator Harry L. Hopkins, totals 46,576 students under 836 teachers. The figures are lower than the peak reached last April, when more than 60,000 were enrolled.

College Trapper

Chemical Bait Pays University Expenses

DELAWARE, O. — John Voelker, Ohio Wesleyan University sophomore, mixes his chemical scents, "baits" his traps and makes his hobby help pay his college expenses. Voelker buys chemicals at a drug store and makes his own scent lures for mink and muskrat. His Olentangy River trap line starts a few hundred yards from his campus home and between studies he works the line, markets the pelts and collects his support money.

Student Expenses

Vassar Education Placed at $1,855 a Year

POUGHKEEPSIE, N. Y.—Vassar, taking figures from its experience, has attempted to find out the cost to the student of a college education. The Economics Department, the warden's office and the Vocational Bureau produced the necessary statistics, and from them it is estimated that the average annual expense is $1,855. Moderate restriction of expenses can cut this down to $1,552, and the minimum of economy can obtain a Vassar education for $1,362. These figures take no account of scholarships or self-help. Scholarships and self-help are important factors. The total of endowment funds is about $1,000,000. Last year 411 students engaged in self-help activities, with total earnings of $37,855.05, or $92.18 per girl. In estimating the cost of a year at Vassar, $1,200 for tuition and residence remains the same no matter how much or how little money the student has to spend.

German Educator Would Shut Third of Reich Universities

BERLIN.—Dr. Joseph Goebbels's paper "Angriff" recently put on its front page an editorial by one of the leading National Socialist educators demanding that one-third of the German universities be closed and confessing that few if any candidates are available to fill empty professorial chairs.

The author is Professor Dr. Ernst Kriesck, former rector of the University of Frankfort. He says: "It is no secret that the qualitative and quantitative lack of proper faculty recruits is a great danger to the German universities' future. In a whole series of fields the question of new teachers has become a catastrophe.

"The existing universities are a cloak that no longer covers the body of the German nation. Every attempt to cover up a weakness in one place merely exposes another.

"There is only one means of escape from this impossible, fruitless, made situation. The solution is the radical and ruthless suppression of about one-third of the existing universities. Then, after a thorough sieving and reorganization of the available teachers, the remaining organizations can begin over again.

"In this fashion alone can we escape this creeping paralysis. Only thus can the German universities be reborn."

Professor Kriesck also points out that a radical reduction in the number of universities would cut down still further the number of students with an opportunity to receive a university education. He urges them, however, to recognize that "the common good comes before private good." The number of students has already been reduced about 50 per cent since the National Socialist regime came into power.

Date Set

Wilson Chooses May 22 For Havens's Induction

CHAMBERSBURG, Pa. — The inauguration of Paul Swain Havens as president of Wilson College has been set for the morning of May 22, the inaugural program opening May 21 with a conference on "looking forward in women's education." A reception and dinner for representatives of colleges and learned societies and other invited guests will be given May 21. The inauguration ceremony will be followed by a luncheon and outdoor program by Wilson students. Invitations for the ceremony will be issued to several hundred colleges, societies, and representatives of the alumnae.

Budget Slash

Lowell Teachers Fight Pay Cuts

LOWELL, Mass. — More than 500 public school teachers at a mass meeting recently voted to retain counsel to prevent Mayor Dewey G. Archambault and the city council from cutting $100,000 from the 1937 school budget and forcing a reduction in salaries. In ordering the saving, Mayor Archambault said the school committee and Vincent M. McCartin, superintendent of schools, could arrange the economies in their own way. Superintendent McCartin has recommended that the school year be shortened by two weeks, thus eliminating the payroll for this period.

Visual Education

California Pupils Aided by NYA Work

SAN JOSE, Calif. — School pupils here are being assisted in their studies by NYA workers who have started a visual education project under the direction of Professor George E. Stone, of the photography department of the San Jose State College. Professor Stone, who is also visual education supervisor, has a corps of boys and girls ranging in ages from eighteen to twenty-five, who clip out pictures, label and mount photographs and file the results under appropriate heads. They are assisted by another group who are turning out wood models, including miniature airplanes, ships, and trains, all of which will be used by the pupils in their future studies. It is explained by school and college authorities that in the future when a teacher is discussing China or any other country to her class, her pupils will have available not only their texts, but in addition, moving pictures, photographs, posters, and actual models depicting the culture of the respective country. In other words, they will see the country under discussion, at it is and as it was. A trained research staff will prepare narrative material to accompany pictures and models used in the school work.

Commuters Pack Fifty Courses In New Jersey Adult School

SOUTH ORANGE, N. J.—Suburbanites are seldom thought of as intellectuals who would rather study than play. Yet that comes near to being the case in South Orange and Maplewood. Six o'clock trains bring in loads of home-coming commuters eager to tear through dinner to get over to the community Adult School for the course on Shakespeare or consumer's chemistry.

Last term this unique school, which is administered largely by business men and housewives acting as volunteers, had 3,500 students in fifty courses, ranging from astronomy to photography. For the new term it was planned to ease up the program and to offer largely recreational opportunities, such as tap dancing and swimming. Popular protest was so loud, however, that twenty-eight of the Fall-term courses are to be continued and notable lecture series are to be added, including a Shakespeare course given by Professor G. L. Kittredge, of Harvard University.

The school probably sets a new high for successful management by volunteers. From 400 students at the start in 1933, it has grown to its present proportions. This year, with many students taking more than one subject, course registrations have reached the dizzy total of 5,200.

So interested in the school has become its business-man chairman, J. K. Torbert, that he has written a guidebook for other communities who would follow the South Orange-Maplewood example. The book is entitled "The Establishment of an Adult School," and is published by the Macmillan Company.

John C. McCarthy

AMITYVILLE, L. I.—John C. McCarthy, superintendent of the New Haven, Conn., public schools, died recently in Brunswick General Hospital after an operation. Fifty-four years old, he was a graduate of Yale University, class of '08.

Teacher Lobbying

Campbell Puts Curb On Visits to Albany

NEW YORK.—Concerned over the number of city school teachers who have asked to be excused from their regular duties so they might seek to influence legislation at Albany, Dr. Harold G. Campbell, superintendent of schools, warned the 38,000 employees of the Board of Education that such absence would be permitted only to representatives of associations with "a vital interest" in specific legislation.

In the opinion of informed officials, at least two considerations were in Dr. Campbell's mind when he penned his strictures on legislative absences: a belief, first, that the presence of too many teachers in the Legislature on school days created an unfavorable impression on the loyalty of the teachers to their charges, and, second, that such oversize committees gave rise to the view that the city schools were overstaffed, whereas in point of fact the Board of Education and the very groups which were sending the largest delegations were stressing the need for the appointment of hundreds of new teachers.

Recognizing that the State Education Law and many other ably drafted statutes affecting the schools are largely attributable to the work of teachers, officials have never disputed the propriety of teacher-representation at Albany. However, they have in the past sought to curb the number of representatives, never with notable success.

The heads of two organizations which have been conspicuously represented at legislative sessions in the past indicated that they were in full accord with the principles outlined by Dr. Campbell.

Shares Honors

Feted Principal Refuses To Monopolize Them

SAN ANTONIO, Tex.—For more than forty years Miss Sarah S. King has been principal of Bowie Elementary School here — ever since that public school was established in San Antonio.

Recently Miss King was accorded public recognition when a bronze plaque containing her likeness was unveiled in the municipal auditorium. But the veteran teacher refused to monopolize the tribute. When she heard that former pupils, fellow-workers, and other friends were providing the plaque to be dedicated to her, she prevailed upon the committee in charge to add after her name in the inscription the words: "And all teachers that serve and have served."

Mayor C. K. Quin accepted the tablet for the city, but one of the most impressive tributes was by Pompeo Coppini, the sculptor, now of New York, who came here for unveiling of the memorial which he designed. As one aided and advised by Miss King when he was a struggling young artist, Mr. Coppini recalled that he was not an American citizen when he first came to San Antonio, and he credited her influence with inspiring his love for an adopted country and resultant citizenship.

Though her school is a grade institution for children, Miss King pioneered here in free night classes for adults, stressing Americanization and citizenship, along with other instruction needed by her "pupils" of eighteen to seventy years old and representing a half-dozen nationalities.

Miss King also is credited with having launched San Antonio's first parent-teacher association; with having inaugurated the first night library and with having pioneered in kindergarten work.

Protests Halted

700 New Teachers For New York Schools

NEW YORK.—A large gathering of representatives of teachers and parents appeared recently at a meeting of the Board of Education to protest overcrowding in the schools and to demand employment of more teachers, but changed their demeanor and applauded vigorously when the board approved some 700 new appointments. The board's action on the eve of the Spring term included also the transfer of more than 500 teachers within the school system. Henry C. Turner, president of the board, announced that there would be only twenty-five consolidations of classes in elementary schools, instead of the sixty-three it was thought would be necessary. Explaining the new appointments, Mr. Turner said they provided for 75 per cent of the vacancies where substitutes now are serving and eligible lists are in existence and that the Board of Superintendents would be asked to provide for 100 per cent filling of such vacancies.

Mayor's Wish

High School Addition Approved in Inaugural

EVERETT, Mass.—The erection of an eight-room addition to the Senior High School was recommended by Mayor Lewis in an inaugural address. Mayor Lewis said that the Senior High was constructed originally to house 1,400 pupils, and there were 1,900 in it at the present time. He said the addition could be made with the aid of a Federal grant.

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Hoey Bill Proposes Free Textbooks in N. C.

RALEIGH, N. C.—Governor Clyde R. Hoey's recommendation that the public school children of North Carolina be provided with free textbooks has been written into a bill that is expected to become a law. It calls for an appropriation of $1,500,000 for the purchase of books, and the fund will be administered by a commission created for that purpose. Heretofore, both the State and various school districts have been renting books to students, at rates which were sometimes considered very high. During his campaign for the Governorship, Mr. Hoey promised that, if he should be elected, he would propose a measure providing free textbooks. With the passage of the pending bill, to which little or no opposition is expected, this pledge will have become a reality. The enactment of the free textbook law will mean a saving of many hundreds of thousands of dollars to the parents of the State who have children in school.

Denial Issued

Papers Not Judged By Stairs Method

NORTHAMPTON, Mass. — There is absolutely no truth in the campus rumor that Smith College faculty members grade examination papers according to the steps on which they come to rest when thrown downstairs, according to Dean Marjorie H. Nicolson. Dean Nicolson spiked this rumor, with others of a less fantastic nature usually current at this stage of the college year, when she spoke in college assembly recently. "Smith College instructors do not grade their students' examination papers by throwing them downstairs—although they may be tempted to do so for other reasons," she declared. "More often the trouble is that they read the examination papers more carefully than the students wish!"

More Money

Mexican Rural Schools Get Fund

MEXICO CITY. — The Mexican Ministry of Public Education has apportioned twenty-two million pesos for rural schools. This budget allowance will be used to build new schools and to pay better salaries to the teachers.

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Robot Device Checks Correct And Incorrect Answers to Tests

ATLANTIC CITY, N. J.—A robot "brain" that corrects school examination papers at the rate of 900 an hour with more than human accuracy is education's latest tool, Professor Ben D. Wood, of Columbia University, announced before a recent scientific meeting here.

The new test scoring machine promises to make it possible for teachers to give daily or weekly tests to their pupils and yet not spend as much time as they do now correcting the papers.

But there is one note of joy for the pupil. The testing robot demands that the examinations be in form of "right" and "wrong" questions, answered by blackening the proper vertical space on an answer form with a lead pencil. The pupils answer in much the same manner as a citizen votes on election day; he does not have to write anything, just make a mark.

Perfected by a business-machine company, it has been used to score about 400,000 New York State tests for objective intelligence, achievement, interest, and personality. In this work it saved $15,000 in the labor of scoring alone. Mechanically the testing machine is able to function because a soft lead pencil mark conducts electricity. The pupil marks his answers on a special blank. This is slipped in the robot tester and covered with a mask that allows only the right answer marks to be recorded electrically on a dial. Since the machine "sees" as many as 150 answers at one time and grades them instantly, it works very fast.

Universal English

Says Talkies Help Standardize Speech

ST. LOUIS.—Talking pictures are standardizing the speech of Americans at halfway between the broad "A" "hawff" and the nasal "haff," Professor Ray K. Immel, head of the department of speech at the University of Southern California, said here. Professor Immel is chairman of the committee of voice and diction of the National Association of Teachers of Speech. He quoted a Hollywood director as saying that motion-picture people are consciously trying to cultivate a "universal" English, a speech that can be recorded for release in Australia, South Africa, England, and other English-speaking quarters of the globe, besides America, without seeming foreign.

Principal's Portrait

Boston Trade School Recipient of Likeness

BOSTON.—With about half of the student body in attendance, a life size painting of Edward M. McDonough, the principal, done as a Public Works Art project by Patrick Gavin, was presented and accepted at formal exercises held at the Boston Trade School. High praise for the school and its standing in the educational field was given by the speakers, who also reviewed the educational influence of Mr. McDonough. The portrait was presented to the school by Miss Helen E. Cleaves, director of art in the Boston public schools, and accepted by School Committeeman Henry J. Smith for the city of Boston and by M. Norcross Stratton, supervisor of teacher-training, State Department of Education, for the State.

Special Training

"Hitler Schools" For Nazi Elite

MUNICH, Germany.—The cream of Germany's youth will be trained for public leadership in special "Adolf Hitler schools" established under an order issued by Hitler. Beginning next Easter, boys "with distinguished records" in the Hitler youth movement will receive their tuition—until ready for university work or labor service—in special institutions where Nazi "weltanschauung" (world outlook) and training in leadership will be stressed. Hitler's decree expressly says the schools will furnish necessary preparation of boys for future public leadership. The new institutions will be known as "Aufbau" (literally, "building up") schools.

Back to School

Parents Forbidden To Teach Own Sons

NEWARK, N. J. — Declaring that under present conditions "it is almost impossible for a child to be adequately taught in his home," Judge Joseph Siegler, of the Juvenile Court here, ruled recently that Mr. and Mrs. Benno Bongart, of West Orange, had violated the 1903 School Law by failing to send their two sons to public school or to an equivalent day school. Judge Siegler said the home instruction given by the parents was not equivalent to that given in the West Orange Public School system and that Mr. and Mrs. Bongart had engaged in a "hit-or-miss kind of instruction." He held that the parents were "disorderly persons," and ordered them summoned for sentence. After Judge Siegler had imposed fines of $5 each on the parents and had suspended sentence on both, the mother announced she would take the boys back to school "under protest."

Backs Plan

Padin Defends His English Method

SAN JUAN, P. R. — Jose Padin, who has retired after seven years as Commissioner of Education of Puerto Rico to re-enter a New York publishing house, expressed sharp differences with Governor Blanton Winship's criticism of the English language teaching methods in force for the past two years. On what he contended were sound pedagogic grounds, Mr. Padin ordered all instruction in the first four grades to be wholly in Spanish, with English taught as a special subject. Above the fourth grade English instruction is gradually increased under the Padin method, and he said all students of bilingual instruction support his decision. Governor Winship had voiced regret that after nearly forty years of American occupation of the island a quick and efficient method of giving the islanders a knowledge of English was still lacking.

Unique Honor

Hobo College Degree Given Illinois Judge

CHICAGO.—Judge Louis Senese, of suburban Melrose Park, received an honorary degree from the Hobo College at a recent convocation. In qualifying for the honor Judge Senese has ridden a freight, been in a hoosegow, "stemmed" a quarter, and invited all hoboes in his district to the jail, where they may sleep and get a cup of coffee. He was given the degree of D.Sd.—Doctor of Skullduggery.

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Dr. C. A. Bowman

READING, N. Y.—Dr. Clellan Asbury Bowman, former president of Albright College, died at his winter home at Coral Gables, Fla., according to a message received here by Dr. J. Warren Klein, present head of the college. He was seventy-five years old. From 1895 until his retirement in 1929 he was affiliated with Albright College while it was located at Myerstown. He served as president, dean and acting president and again, from 1923 to 1929, as president. The college is now situated in Reading. Lebanon Valley College in 1927 conferred upon him the honorary degree of Doctor of Laws.

New School

Winthrop Dedicates Shirley Street Building

WINTHROP, Mass. — The new Shirley Street School, built at the cost of $125,000, opened recently for regular school sessions. The new structure is of complete fire-proof brick construction and is equipped with all modern school devices, including a public address system centralized in the office of Preston L. Chase, principal. The auditorium occupies the entire front of the school and includes a large stage. It has a seating capacity of 500. Besides classrooms and offices, the new school structure includes a private room for the teaching staff, a branch public library, reading room, and suite for the school nurse. The H. W. Hanson Company, Boston, was general contractor, and Frank Irving Cooper Corporation, Boston, was architect.

Dr. Grady Re-Elected

Is Associate Superintendent Of New York City Schools

NEW YORK. — Dr. William E. Grady, associate superintendent of schools, was unanimously re-elected to his position for a six-year term at a recent meeting of the Board of Education. Dr. Grady has charge of vocational education in public schools and is a member of Governor Lehman's commission on crime and delinquency. Dr. Harold G. Campbell, school superintendent, thanked the board for renaming his associate, hailing Dr. Grady as "a tower of strength to the board of superintendents and a great assistance to the superintendent of schools."

Looks Ahead

High School Boy's Ambition—To Retire

LINCOLN, Neb.—Nebraska is an agricultural state and at least one high school lad in the Cornhuskers' state wants to get his farming over quickly. In a survey conducted recently by the state vocational education department this youngster listed as his life's desire: "To be a retired farmer."

Blind Farmers

Pupils at Perkins Taught Agriculture

WATERTOWN, Mass. — Rapid strides have been made in the art of gardening for the blind at Perkins Institution for the Blind, declares Dr. Gabriel Farrell, director.

Perkins was among the first schools for the blind in the country to recognize the possibilities of teaching handicapped youths to become farmers. In 1933 a course in gardening was introduced in the school by Dr. Farrell, with Nelson Coon as instructor.

Since that time several groups of boys have cultivated vegetables and fruits, valued at some $3,000, which have been consumed at the school.

There is very little difference in teaching requirements for the blind over seeing persons. For blind youths a guide rope is placed around the garden so that they can easily tell where they are.

A short-handled three-toothed cultivator is the most useful tool to the blind gardener. Other than this special implement the standard gardening tools are used.

"Most of our boys come from farms in New England and the economic situation is such that they cannot find work in the industrial or professional field and as a result have to go back to the farms," states Director Farrell.

He added: "We want to send them home with a knowledge of farming so that they can be useful to their parents. It is gratifying to watch the progress that has been made by our boys on the school farm."

Remembers Baby

Grain Man Sets Up Fund for Friend's Son

OMAHA, Neb.—Although not mentioned in the will, three-year-old William Green, son of County Surveyor and Mrs. William Green, is one of the "heirs" of the late William Joseph Hynes, Jr., wealthy grain man and a friend of the Greens. Three years ago, just after the boy was born, Mr. Hynes set up a $10,000 trust fund for him. "I want him to go to Yale or Harvard with the money," Mr. Hynes said. Mr. Hynes set up a trust fund in government baby bonds. When the bonds mature in 1943 they will be worth $10,000. Invested, the fund may total twelve or thirteen thousand dollars when William Joseph Green is ready for college. Mr. Hynes attended Yale.

Expansion

Enrollment Jump Requires New College

LIVERPOOL, Eng. — Students of technical subjects have increased so rapidly in number that they have outgrown the Technical College here. The Liverpool Education Committee has therefore decided to spend 200,000 pounds on building a new college.

Sound Films as Classroom Aids Strikingly Demonstrated at Chicago

CHICAGO.—Something new in education, the incorporation of sound motion pictures in classroom work, was demonstrated at Orchestra Hall one night recently at a program sponsored by the Trustees of the University of Chicago.

Seventeen pictures have been produced as an integral part of the educational program, President Robert M. Hutchins said, and eighteen more are in preparation. Like the celebrated Chicago plan of education, which went into effect in 1931, the picture method of teaching has already spread to other universities, colleges, and high schools.

Astronomy and geology were chosen as the first subjects of instruction. Dr. Hutchins warned that it was not entertainment, but many in the large audience found it more thrilling than conventional Hollywood drama.

The voice of the teacher explained each change in the scene.

Dr. Carey Croneis, associate professor of geology, had a picture of the dynamic earth to show. Rivers, underground water, ice and atmosphere, he explained, were constantly wearing down the surface of the earth, while volcanoes were always building it up.

The pictures were made in the field, showing volcanoes in action, fields of lava, with the lecturer starting the action in the interior of the earth and showing the rock formations that result from this pressure of the hot molten interior.

The next picture planned for the series, he said, would be the best of all, giving the pageantry of life from the simple cell up.

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Amplifies Charges

More "Red" Schools Listed by McNaboe

ALBANY, N. Y. — State Senator John J. McNaboe, who recently charged that Cornell University was a "hot-bed" of communism, broadened his statement to declare that subversive activities exist at Brooklyn College, the College of the City of New York, Evander Childs High School, Morris High School, and "many other institutions." Senator McNaboe, who is chairman of the joint legislative committee appointed to inquire into radicalism in educational institutions supported by State funds, hit at his fellow-members of the committee by charging that patronage had eaten up the committee's meagre appropriation. His statement about the institutions, contained in a letter to Merwin K. Har, of the New York State Economic Council, quoted at length anti-communistic statements by a number of religious leaders. Senator Jacob A. Livingston, of Brooklyn, one of Mr. McNaboe's colleagues on the committee, termed the charges "a lot of nonsense."

Pay Raise

Saskatchewan Teachers Get Salary Increase

REGINA, Sask. — Better pay for teachers through increased financial grants from the provincial government has been announced by the provincial government. Rural school teachers will be assured of $600 a year salary and school grants will be boosted by $800,000 a year as a result of the higher grants. Many teachers in the province have been getting less than $400 a year salary during the drouth years in Saskatchewan.

Non-Plussed

Asserts Bricklayers Can Be Scholars, Too

SPRINGFIELD, Mass. — J. Raymond Britton, agent of the Springfield Bricklayers Union and one of the best-known labor men in Massachusetts, was annoyed recently when WPA officials accused an idle member of the craft of trying "to horn into" WPA work as an author. "Judging by some of the stuff I read," declared Mr. Britton, "that bricklayer must have been pretty hard up when he tried for the writing job. Probably that was all there was handy. But don't think a bricklayer can't make good on other jobs, and big jobs, too. My records here in Springfield show that we have two or three college graduates who hold cards in our union; a superintendent of schools who does so and a Rhodes scholar who does, or did, hold a card. And don't think I don't know what a Rhodes scholar is, because I do. According to the records of our national, there are at least sixteen members of Congress who were bricklayers. Put that in your pipe and smoke it. You writers, brother, ought to feel complimented any time a bricklayer consents to pal around with you."

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A small boy was trudging along dejectedly in the grip of a policeman. In his arms he carried a football. There had been a broken window and trampled flower beds.

A group of his pals stood on a street corner. He decided to keep a stiff upper lip while passing them.

"What did ye do, Fred?" asked his pals.

"Oh, nuthin'," he replied, casually. "They've asked me to play for the police department."

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Which?

Newlyweds—"We'd like to see a living room suite."

Salesman—"Modern or comfortable?"

What a Man!

Voice over Telephone — "Madame, your husband has been run over by a truck!"

Madame—"Good heavens! On the afternoon of my bridge party! He would!"

• •

Beaten

A Frenchman came to London to learn the language and soon got into difficulties with his pronunciation, especially with the group comprising "though," "plough," and "rough." When the film of "Cavalcade" began its run and one newspaper was headed "Cavalcade Pronounced Success," the Frenchman went back home.

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Marked Improvement

The grade for conduct on Helen's report card one month was "B" with the word "whispering" after it. The next month she received an "A." Her mother explained that "A" was higher than "B" and meant improvement. That evening when Helen's father came home she ran to him and exclaimed:—

"O daddy! I've got my report card today and I've improved in my whispering!"

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The Problem Mother

"Daughter," asked the anxious parent, "what qualifications has this young man whom you are so anxious to marry?"

"Why, mother, he dresses well, he has a rather nice car, he is a good dancer, he . . ."

"But has he a job? Has he saved any money?" interrupted mamma.

"Oh, I don't know that, mother! You do have the funniest ideas!"

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And Was Canned

First Freshman—"I hear you got thrown out of school for calling the dean a fish."

Second Freshman—"I didn't call him a fish. I just said, 'That's our dean,' real fast."